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ABSTRACT

Summarizing an evaluation of the kindergarten through grade 12 art program of the Des Moines (Iowa) Independent Community School District (DMICSD), this volume looks at the art program's purpose, context evaluation, input evaluation, process evaluation, product evaluation, and future plans. Art is included without option in the DMICSD elementary school curriculum and is taught to all children from kindergarten through grade 5. Art is a required course in grades 6 and 7 and is offered as an elective course in grades 8 through 12. The art program is activity centered and directed according to specific learning outcomes outlined in the "K-12 Curriculum Guide" (K-12 ACG). The current art program is staffed by 55 certified art teachers, 1 art supervisor, and 1 secretary. The art supervisor's role is defined. The art program's needs consider six areas: the perceived devaluing of art education; the lack of sufficient staff numbers to meet student needs; a lack of instructional resources; the need for staff development opportunities for improved instruction; inequitable facilities for all students; and disparities in funding for materials and supplies. Recent accomplishments and improvements include staffing of all elementary school buildings, developing the slide library, and revising and distributing the K-12 ACG. The recommendations proposed are: a longer day or alternative scheduling; a fine arts requirement; additional staff and resources; staff development including staff meetings; improved facilities; and equitable funding. Lists of sample art objectives, secondary school equipment needs, staff-to-student ratios, elementary school equipment ordered in 1989-90 and the North Central Association evaluation of the East High School are provided in the appendices. (RLC)

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90-232

Des Moines Independent Community School District
Instructional Support Services
Des Moines, Iowa 50309

Program / Evaluation Report
1990 - 91

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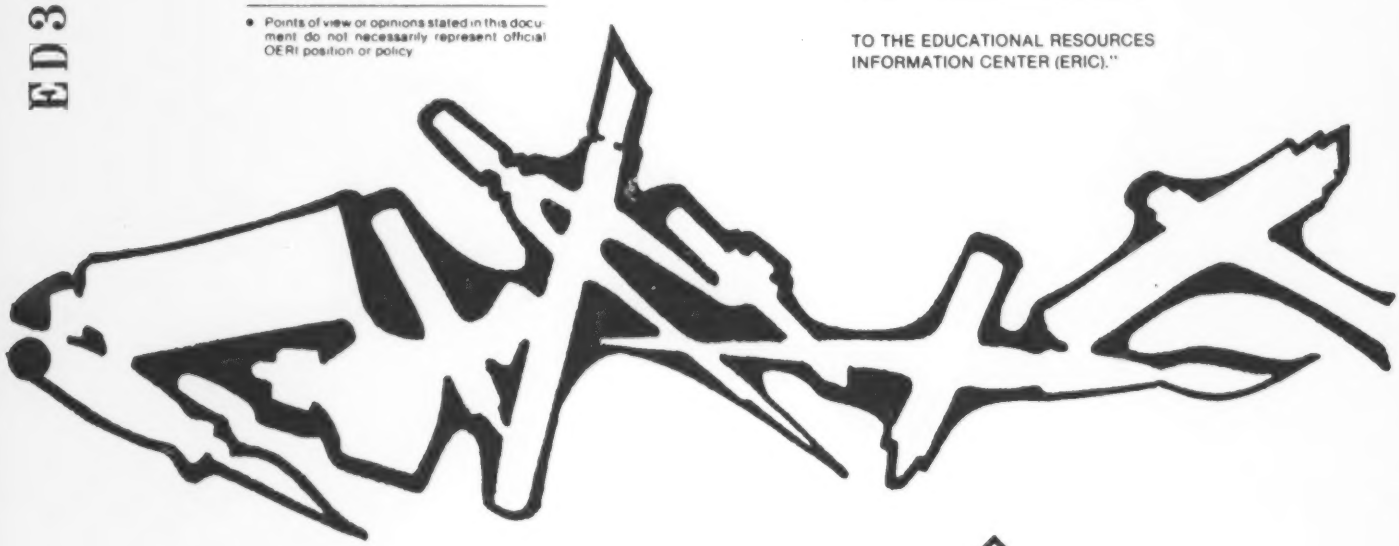

Focus on Program Evaluation

SO 021 633

Henry E. Kester
Art Supervisor

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September 1990

K-12 ART PROGRAM
EVALUATION ABSTRACT

Art is included without option in the elementary curriculum and is taught to all children from kindergarten through grade five. It is a required course in grades six and seven and offered as an elective in grades eight through high school. The art program is activity centered and directed according to specific learning outcomes outlined in the K-12 Art Curriculum Guide. All students receive instruction by specially certified art teachers and most in specially equipped facilities.

The needs of the art program are divided into six areas. 1.) the perceived value of art education; 2.) insufficient staff numbers to meet student needs; 3.) a lack of instructional resources; 4.) needed staff development opportunities for improved instruction; 5.) inequitable facilities to all students; and 6.) disparities in funding for materials and supplies provided.

In summary, the following recommendations are proposed: 1.) A longer day or alternative scheduling; 2.) A fine arts requirement; 3.) Additional staff; 4.) Additional resources; 5.) Staff development including staff meeting time; 6.) Improved facilities; and 7.) Equitable funding. These improvements would make art more accessible, result in smaller classes, provide more flexibility in scheduling, and improve teaching and learning.

The current K-12 art program is staffed by 55 certified art teachers, the art supervisor, and one 0.5 secretary. The total human resources cost is $2,023,965.00. Supervisory budgets, including elementary equipment, total $15,500.00. Expenditures for art supplies are met at the building level by decentralized funds. Secondary school art supply expenditures are supported in varying degrees by student fees.

The responsibility of the Art Supervisor is to maintain and promote quality art instruction to all students in the Des Moines Public Schools. Primary responsibilities include curriculum development, selection and evaluation of equipment and supplies, and assistance in the selection, placement, and evaluation of art teachers.

Recent accomplishments and improvements include:

- staffing of all elementary buildings
- development of the slide library
- revision and distribution of the K-12 Art Curriculum Guide

Art teachers in the Des Moines public schools are experienced professionals, dedicated to the mission of art education and are well-appraised of current needs and ideas. The art supervisor will continue to support and encourage our art staff, and to seek needed resources and staff development opportunities to meet the challenge of new trends and the impact of new technology.

Future plans are to implement an on-going curriculum evaluation and revision committee and to continue a strong emphasis on problem solving strategies, aesthetic awareness, judgement making, and cultural heritage.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines IA 50309-3399.
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September 1990

Table of Contents

Mission 1

District Mission Statement 1
Art Program Mission Statement 1

Context Evaluation 2

History 2
Development of Curriculum 3
Policies, Standards, and Regulations 3
Program Description 4
Program Overview 5
Art Enrollments for 1990-91 7
Instructional Methods 11
Needs 13
Goals 15
Developments and Improvements 16

Input Evaluation 17

Budget and Revenues 17
Expenditures for Materials and Supplies 17
Building Art Allocations 18
Uniform Student Fees 18
Travel Expense 20
Community Resources 20

Process Evaluation 21

Art Supervisor's Responsibility Statement 21
Art Supervisor's Objectives 21
Staff Development Opportunities Offered 23
Professional Meetings Attended by Staff 24
Art Advisory Council 24

Product Evaluation 25

Test Results 25
Summary of Supervisor's Observations 25
North Central Association Evaluation Summary 25
Outcomes from Departmental Objectives 26
Adherence to Standards 26
Enrollments in Elective Courses 26
Awards and Commendations 27

Future Plans 28

Appendices 29

Appendix A - Sample Art Objectives 29
Appendix B - Secondary School Equipment Needs 35
Appendix C - Staff to Student Ratios 37
Appendix D - Elementary Equipment Ordered in 1989-90 38
Appendix E - NCA Evaluation of East High School 42

DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

DES MOINES, IOWA

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

ART PROGRAM MISSION STATEMENT

The Art Program will provide all students with opportunities to learn about art, to develop skills, and to experience creative self expression.

Context Evaluation

History

Art, as a subject, was introduced in the Des Moines public schools ninety years ago. At that time the art curriculum consisted mainly of drawing exercises which were oriented to develop eye-hand coordination. The rationale of that period strongly emphasized the development of manual skill, the power of perception, and the appreciation of beauty and morality. These first lessons were taught by the regular classroom teacher as few specially trained art teachers were available. It was generally believed that the teaching of art required the same skills as the teaching of other subjects and, at least at the elementary level, the classroom teacher better understood the child's needs. As the tradition of crafts and craftsmanship was strong in this era, the industrial approach to art, with its emphasis on usefulness and the work ethic, allowed "drawing" to flourish in the curriculum.

In 1892, seven years after drawing was included in the curriculum, Mrs. Mary A. Roberts was elected as the first drawing supervisor. It is assumed that in her capacity as supervisor she did actually design and supervise the art program, as there were already twelve buildings with 3500 students in the district. In 1898 Mrs. Emma E. Stratford was appointed "Drawing Supervisor". Mrs. Stratford was followed by Mrs. Lucy B. Chapman and the title was changed to Art Supervisor. An excerpt from Mrs. Chapman's report to the Superintendent in 1901 imparts some interesting philosophy of that time. "For mental concept work, I have developed the plan of adding a beautiful picture every day from life or nature to the pupil's mental picture gallery, the pupils fixing these pictures of beauty of scene, or good and noble deeds, so clearly within their mental vision that they can be described or drawn at will," she wrote. "This has proved a moral uplift, filling the mind with good, the true and the beautiful." Mrs. Chapman served as supervisor until 1909. Subsequent supervisors are listed:

1909 - 1914	Miss Frances Keffer	1959-1978	Miss A. Ruth Moberly
1914 - 1940	Miss Estelle Hayden	1978-1986	Mr. Fred C. Hiatt
1940 - 1959	Mrs. Bernice V. Setzer	1986 -	Mr. Henry E. Kester

In 1920 courses in manual training and home economics were implemented in the junior high schools and the time allotted to art in the elementary grades was nearly doubled. "Practical Arts" was introduced in five schools and later in all elementary schools. Certified art teachers were hired and required to attend Saturday in-service classes. Since that time art has been established as part of the curriculum of every elementary and secondary school. The program expanded and flourished over years, with well-developed art facilities incorporated into all but a few of the oldest buildings. All secondary schools had strong well-staffed programs. Elementary programs were less consistent with many buildings electing to be self-contained. By 1967, when Hoover High School opened, Des Moines schools' student enrollment peaked at 46,561. At that time the art program was staffed by 59 teachers: 33 secondary and 26 elementary with 2.5 additional teachers assigned as consultants. Subsequent years of declining student enrollments with accompanying staff reduction adjustments brought the number of art teachers down to 49 by 1983. Since then, with the estblishment of elementary time allotments, the number has recovered to its present level of 55 art teachers, but with the loss of consultant assistance.

Until 1983 when Des Moines schools were restructured into the present grade level format, there were no set time allotments for subject offerings in the elementary schools and art was offered (or not) as a matter of building choice with choices varying from one year to the next. At one time there were as many as twenty elementary buildings where art was taught only by the classroom teacher. In these situations art consultants devoted time for in-service workshops to train self-contained teachers in art instruction. With school restructuring, time allotments were established for grades kindergarten through five and by 1985 art was taught in all forty-one elementary buildings by specially certified art teachers. While specific time allotments were district policy we were not sufficiently staffed to meet them until the 1988-89 school year.

The new middle school structure, with 6th grade added and 9th grade moved to high school brought most change to the art program. Where as before seventh grade had art alternating days about one hundred fifty minutes weekly for one semester or the equivalent of forty-five hours, 6th grade art was put on the exploratory wheel and offered daily for nine weeks or the equivalent of thirty-two hours of art instruction. Time devoted to art for both grades six and seven is now considerably less than in the past and twenty-two hours less than is now given to fifth grade students.

Restructuring had little effect on the high school art curriculum. No new courses were added to accommodate ninth grade students. They just enrolled in first year art as did all other high school students who elected art. Central Campus retained the commercial art course formerly offered at Des Moines Technical High School.

Development of Curriculum

The curriculum now being followed in the Des Moines schools is the result of the cooperative efforts of the art teachers and the art supervisor. Since the first art curriculum guide was printed in 1957, it has been revised and rewritten several times. In 1960 a completely structured program was developed with a specific sequence from kindergarten through high school. There were three different guides, one for each level. By 1968 in response to growing emphasis on behavioral objectives, the art department had formulated a new kindergarten through six guide with expected outcomes expressed for each area of learning. A secondary guide using the same behaviorally stated format was printed in 1976. The current kindergarten through twelve Art Curriculum Guide covers all grade levels in one loose leaf volume. It was printed in 1986 and reprinted in 1990 to better address thinking skills and multi-cultural/non-sexist concepts. *See Appendix A for sample art objectives*

Policies, Standards, and Regulations

State Standards for Visual Arts

12.5(3i) Elementary program, grades one through six. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.

12.5(4h) Junior high program, grades seven and eight. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; making art; and using visual arts as an avocation or vocation.

12.5(5g4) High School program, grades nine through twelve. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.

Comment

Art is a distinct body of knowledge, paralleling other disciplines which have existed through social history. Education in the visual arts must show both the personal and social nature of art, delineate the role of art in our history and in our future, and define art both as discipline with intellectual content and promote change and inventiveness as desirable attributes.

Definition of Terms

Developing and communicating imaginative and inventive ideas. Development of a free way of thinking and a new method of visualization by experimenting and manipulating images, objects and concepts to express personal ideas in visual forms; understanding and using visual language; and developing an awareness of problem solving as basic to the artistic, design processes.

Imaginative ideas. The ability to synthesize, create, and elaborate on accepted and reorganized knowledge, producing generated knowledge, and thinking that moves beyond accepted knowledge to the novel or original.

Making art. The practice of creating forms which explore, help understand, aid enjoyment, and give value to the artistic process.

Perceive, comprehend and evaluate the visual world. Awakening to the visual characteristics of the natural world and world created by humans; developing concepts and values about natural and created environments; learning about and evaluating human made symbols.

Viewing and understanding the visual arts. The ability to look at and respond to works of art; awareness of styles of individual artists particular movements and historical time periods.

District Requirements

Elementary -- Art is a standard part of the elementary curriculum. Time allotments are:

Kindergarten -- 30 minutes weekly
First and Second Grades -- 60 minutes weekly
Third, fourth and fifth grades -- 90 minutes weekly

Middle School -- Art is required in sixth and seventh grades. Time allotments are:
215 minutes weekly -- nine weeks

High School -- No art courses are required for graduation.
One unit of credit is required in either Fine or Applied Arts

Program Description

Art education in the Des Moines public schools begins with kindergarten and continues as a basic part of the curriculum with a structured sequence through the seventh grade. Art in grades eight through high school are offered on an elective basis. High school courses are taught as semester units with one half credit given for each course.

Elementary Schools

Art is now taught in all forty-one elementary buildings, to all students, by certified teachers and in all but a few situations, in specially designated and equipped art rooms.

Middle Schools

Art in middle schools is generally required in sixth and seventh grades and offered as an elective in eighth grade. All sixth and some seventh grades alternate art with other subjects grouped on an "Exploratory Wheel". These classes meet daily for nine weeks. Eighth grade art meets either daily for one semester or on alternating days for the full year.

High Schools

The high school program consists of two subject area distinctions, visual or graphic arts and crafts with each being implemented in separate appropriately equipped facilities. The visual art courses are oriented to design, drawing, painting, lettering, printmaking and other two-dimensional materials. Crafts emphasis is design in three-dimensional materials such as wire, metal, wood, clay, plastics, textiles, etc. A general introductory course, Design I, is a pre-requisite for any or all other courses.

Alternative Programs

Alternative programs in Des Moines where art contributes significantly to the curriculum are Greater Des Moines Educational Centers, Des Moines Child Guidance Center, Orchard Place, and Smouse school.

Magnet Schools

A task force of parents, teachers, and administrators investigated and planned the magnet concept for certain elementary schools. Under the proposal a system of significant alternatives would be available to all district elementary school children. Parents could choose to enroll their children in any one of several different innovative schools. One program was to be of such quality in art, drama, dance, music, etc. that it would serve as a magnet which would attract pupils from the total district. The participants further stated that the school staff should create, implement, and continue a child-centered curriculum which would insure the development of academic skills, positive self-concept and social intelligence. The overriding purpose of the magnet programs was to draw students to the school in order to achieve a racially balanced student body composition.

At the present time Edmunds continues as a successful example of the Magnet Concept with a Fine Arts emphasis

Program Overview

The Art Curriculum Guide is available in the Instruction Division Conference Room. The guide has descriptions and instructional objectives for all courses listed below.

Level	Weekly Time Allotment	Title / Description	Textbook(s) / Curriculum Materials
Grade K	30 minutes 36 weeks	Art -- Appreciation, Drawing, Painting, Printmaking, Lettering, Manipulation	Teacher Resource Materials
Grades 1 - 2	60 minutes 36 weeks	Art -- Appreciation, Design, Drawing, Painting, Printmaking, Lettering, Manipulation, Construction	Teacher Resource Materials

Level	Weekly Time Allotment	Title / Description	Textbook(s) / Curriculum Materials
Grades 3 - 5	90 minutes 36 weeks	Art -- Appreciation, Design, Drawing Painting/color, Printmaking, Lettering, Manipulation, Construction	Teacher Resource Materials
Grade 6	215 minutes 9 weeks Required	Exploratory Art -- Appreciation, Design, Drawing, Color, 3-Dimensional Exploration, Printmaking	Teacher Resource Materials
Grade 7	215 minutes 9 weeks Required	Intermediate Art -- Appreciation, Design, Drawing, Color, 3-Dimensional, Printmaking, Lettering	Teacher Resource Materials
Grade 8	215 minutes 18 weeks Elective	Preparatory Art -- Appreciation, Design Drawing, Color/Painting, 3-Dimensional Design, Printmaking, Lettering	Teacher Resource Materials
Grades 9 - 12	275 minutes 18 weeks each level. Prerequisite for following courses	Design 1 and 2 -- (2 levels) Appreciation History, Design, Drawing Color, Theory, 3-Dimensional Problems, Career Study	Exploring Visual Arts (East)
Grades 9 - 12	275 minutes 36 weeks	Drawing/Painting -- Observation, Composition, Color Theory, Techniques, History	Teacher Resource Materials
Grades 9 - 12	275 minutes 36 weeks	Commercial Design/Printmaking -- Layout, Lettering, Color, Separation, Graphics, History, Career Study	Teacher Resource Materials
Grades 9 - 12	275 minutes 36 weeks	Pottery/Sculpture -- Materials/ Processes, Form/Function, History Career Study	Teacher Resource Materials
Grades 9 - 12	275 minutes 36 weeks	Crafts/Jewelry -- Construction/ Decoration, Materials/Processes, History, Career Study	Teacher Resource Materials
Grades 9 - 12	275 minutes 36 weeks No prerequisite	Photography -- Observation, Equipment/ Processes, Exposure Factors, Developing, Printing, Composition, History, Career Study	Teacher Resource Materials
Grades 9 - 12	275 minutes 36 weeks No prerequisite	Art Appreciation -- Awareness, Major Art Forms, History, Art relationship to human needs, Vocabulary	Teacher Resource Materials

Level	Weekly Time Allotment	Title / Description	Textbook(s) / Curriculum Materials
Grades 9 - 12	275 minutes 18 weeks daily 36 weeks 2½ days per week	Exploring Art -- Design Elements, Design Principles, Perceptual Skills, Manipulative Skills, History, Vocabulary	Teacher Resource Materials
Grades 11 - 12	800 minutes 36 weeks	Commercial Art (Central Campus) -- Design, Drawing, Illustration, Lettering/ Layout, Graphics, Fashion, Interior, Animation, Career Study	Teacher Resource Materials

Art Enrollments for 1990 - 1991
(as of September 21)

High School Art Courses

East — **Building Enrollment** 1,828

Design	75
Drawing and Painting	17
Commercial Design	17
Potter and Sculpture	12
Crafts and Jewelry	14
Commercial Art -- Central Campus	1
Total art enrollment	136
Percent of total building enrollment	7.4

Hoover — **Building Enrollment** 922

Design	74
Drawing and Painting	51
Commercial Design	30
* Potter and Sculpture	0
Crafts and Jewelry	18
Photography	32
Commercial Art -- Central Campus	5
Total art enrollment	210
Percent of total building enrollment	22

Lincoln — **Building Enrollment** 1,968

Design	95
Drawing and Painting	60
* Commercial Design	0
* Potter and Sculpture	0
Crafts and Jewelry	18
Commercial Art -- Central Campus	9
Total art enrollment	181
Percent of total building enrollment	9

North — **Building Enrollment** 969

Design	80
Art I	17
Art II	10
* Potter and Sculpture	0
* Crafts and Jewelry	0
Commercial Art -- Central Campus	2
Total art enrollment	109
Percent of total building enrollment	11

Roosevelt — **Building Enrollment** 1,275

Design	97
Drawing and Painting	49
* Commercial Design	0
Potter and Sculpture	20
Crafts and Jewelry	35
Commercial Art -- Central Campus	5
Total art enrollment	206
Percent of total building enrollment	16

Middle School Art Courses

Brody — **Building Enrollment** 680

Building enrollment by Grade		Art enrollment
6	237	237
7	225	168
8	220	101
Total art enrollment		506
Percent of total building enrollment		74

*Not all courses are offered every semester.

Callanan — **Building Enrollment** 663

Building enrollment by Grade		Art enrollment
6	233	211
7	217	71
8	212	99
Total art enrollment		361
Percent of total building enrollment		54

Goodrell — **Building Enrollment** 757

Building enrollment by Grade		Art enrollment
6	273	225
7	262	109
8	222	79
Total art enrollment		413
Percent of total building enrollment		54

Harding — **Building Enrollment** 794

Building enrollment by Grade		Art enrollment
6	274	157
7	290	169
8	246	105
Total art enrollment		431
Percent of total building enrollment		54

Hiatt — **Building Enrollment** 483

Building enrollment by Grade		Art enrollment
6	171	169
7	148	95
8	164	37
Total art enrollment		301
Percent of total building enrollment		62

Hoyt — **Building Enrollment** 563

Building enrollment by Grade		Art enrollment
6	183	183
7	193	120
8	185	99
Total art enrollment		402
Percent of total building enrollment		71

McCombs **Building Enrollment 606**

Building enrollment by Grade		Art enrollment
6	197	195
7	222	128
8	187	59
	Total art enrollment	382
	Percent of total building enrollment	63

Meredith **Building Enrollment 715**

Building enrollment by Grade		Art enrollment
6	235	208
7	235	164
8	247	100
	Total art enrollment	472
	Percent of total building enrollment	66

Merrill **Building Enrollment 530**

Building enrollment by Grade		Art enrollment
6	177	174
7	189	113
8	167	108
	Total art enrollment	395
	Percent of total building enrollment	74

Weeks **Building Enrollment 672**

Building enrollment by Grade		Art enrollment
6	218	156
7	245	157
8	203	80
	Total art enrollment	393
	Percent of total building enrollment	58

According to the Des Moines schools' Curriculum Summary, art is required in 6th and 7th grade. Deviations are due to variations in building policy - one explanation would be special programs are not scheduled on the exploratory wheel.

Elementary Enrollment

All elementary students receive art instruction.

Total	41 Buildings K - 5	15,428

Instructional Methods

Art, as a subject in the schools, is a distinct body of knowledge as well as an area for creative self expression. On a national scale, instruction traditionally has been production oriented with major emphasis on making art and minor emphasis on the cognitive aspects of art as a discipline.

More recently, art instruction has been strongly influenced by a mission toward integrating history, criticism, and aesthetics with art production, giving all four areas equal weight and time. This school of thought is best exemplified by an instructional model known as Discipline Based Art Education or D.B.A.E., developed and promoted by the Getty Foundation. While art educators universally agree that D.B.A.E. offers worthwhile substance to the art curriculum, it has met considerable opposition and has failed to materialize as a major movement. Most art educators who oppose D.B.A.E. feel that the personal expression component of the curriculum offers the greatest benefit and is unduly sacrificed. Others feel that the academic approach (learning about art by reading about it) has an ulterior motive and was contrived as much to make art instruction more serious as it was to improve learning. Nevertheless, current art curricula from schools across the nation, all devote emphasis to cultural heritage and aesthetic judgement making as important components in teaching art.

Art instruction in the Des Moines Schools is activity centered and directed according to specific learning outcomes outlined in the Curriculum Guide. Increasing emphasis is being given to developing thinking skills and to coordinating activities with cognitive content. No textbook has been adopted and resources for teaching art history, aesthetics, and art criticism are limited to a Central Art Library, local sources, and teacher initiative.

Exhibits and Special Projects

Classroom instruction is only a part of the total art program. Another important aspect is the extension of activity or beyond the scope of the classroom in the form of exhibits and special projects. These extra curricular functions serve to promote art and to provide students with opportunities to share their creative efforts in public view.

Most student exhibits are school centered, either routinely displayed in specially designated areas or, on a larger scale, planned in conjunction with special events: P.T.A. meetings, open house, art festivals, plays, musical productions, and athletic events are examples of school centered events which permit exposure to a larger audience.

There are also excellent opportunities for display outside the school. Many exhibits have been arranged through the cooperation of local business firms and community organizations. Banks and office buildings have been popular sites for student exhibits. Every spring the Des Moines Art Center hosts the annual "All School Exhibit" showing about one hundred pieces of art work selected from each of the three school levels. The Octogan Art Center in Ames now sponsors Scholastic Art Awards, which offers young artists the opportunity to complete for national honors.

As one fundamental purpose of art is to enrich our environment, special projects organized to fulfill a particular aesthetic need, have been a frequent pursuit for art classes. Group projects such as murals, large sculptures or decorative panels which involve long range planning have been popular both in the schools and

in the community. Many of our schools proudly display some note-worthy examples of artistic achievement. Edmunds and Greenwood Elementary Schools both exhibit murals that were designed and executed in concert with visiting artists through the Iowa Arts Council.

Other extra-curricular art activities available to Des Moines students include the Des Moines Art Center scholarship program, the Women's Club Scholarship Competition, National Scholastics, and many poster contests. The Art Center scholarships are offered one to each elementary school, two to each junior high, and four to each high school. The Des Moines Women's Club offers a one thousand dollar cash award to the winner of a portfolio contest open to all Des Moines High School students. The award is applicable to college tuition. The poster contests generally offer cash awards or savings bonds. Typical examples are: "Hire the Handicapped" sponsored by the Governor's Committee on Employment of the Handicapped, "Fire Prevention Contest" sponsored by the Insurance Underwriters Association, and "Traffic Safety" sponsored by AAA.

Needs

The quality of art instruction is directly dependant on the following factors:

- District priority
- Staff numbers
- Instructional resources
- Staff development
- Facilities
- Funds for materials and supplies

Priority

Strong emphasis on academic improvement in response to the recent educational reform movement has resulted in a perceived, if not real, de-emphasis on the fine arts. In context with the national scene, the Des Moines Schools art programs have been stable and even superior in some respects. Nevertheless some needs are growing in severity, particularly the diminishing availability of art to secondary students. A six period day does not afford sufficient time for a healthy elective program. Currently neither this district nor the state of Iowa has a fine arts requirement for graduation.

Staff Numbers

At the elementary level the number of art teachers is barely sufficient to meet district time allotments. We have made steady progress in this area, but we still have some heavy teacher loads and some very large classes. There are 36 reported art classes of 30 or larger. Three buildings report slight shortages of time allotment.

Under current middle school structure art time given to 6th and 7th grades has been greatly reduced. Fifth grade students have 54 hours of art per year; sixth grade students have 32 hours.

According to district policy art is required in grades six and seven. The enrollment statistics show that deviations are the norm rather than the exception. Adherence to district stated policy would require additional art staff. 734 sixth and seventh grade students are not enrolled in art. Two additional art teachers would be required to schedule that number.

High schools are adequately staffed to meet apparent student demand. However demand, at its present level is curtailed by limited student access due to lack of time in the school day to provide sufficient choices beyond the courses required.

Instructional Resources

Resources to enable art teachers to accomplish all that is professed in state and national art curricula is inadequate, particularly in the areas of art history and aesthics. A centralized library of books, prints, slides, and packaged materials is developing. This is helpful but much more material is needed at the building level.

Staff Development

Art teachers need staff development in computer technology and the equipment to provide student exposure. Additional orientation is needed along with increased availability of instructional materials to better address art as a meaningful component of history and cultural heritage.

Art teachers need scheduled time together to accomplish improved articulation among grade levels.

Facility

The art room is a learning environment with special needs for safety, energy, lighting, location, sound control, and maintenance. Many of the functional necessities of good art rooms have been well established and maintained in Des Moines schools. Some art rooms, particularly in elementary buildings, fall below district standards with respect to space, storage, ventilation, utility, and display facility.* The school house levy should, if so implemented, achieve greater equity in this area.

In addition to the traditional requirements of space, equipment, storage, teaching, and strategies arrangements need to be provided for the use of computers, video, other electronic media, and new technologies. These should be available not only as sources of information that are as important as books, films, and slides, but as new forms of art media.

Most Des Moines school students receive art instruction in well designed appropriately equipped facilities. Of particular concern now is the loss of this experience to some of our children. "Art on a Cart" is becoming an option in a growing number of situations as a result of conflicting schedules and insufficient space for all programs.

Budget for Equipment Materials and Supplies

Greater equity needs to be established in meeting children's needs in terms of supplies and materials needed for art particularly at the elementary level. Building budgets allocated for art supplies vary radically.

Many equipment items in our secondary schools are obsolete and need replacement. *(See Appendix B)*

Computers are widely used commercially in graphic production and are rapidly becoming popular in art rooms. Only at Central Campus is a computer with appropriate software available to art students in the art facility. Every high school art room should have at least one computer with graphic programs.

*Goal 1B of the Schoolhouse Levy states: All buildings should have specialized areas for music, art, science, gyms and physical education, staff work areas, auditoriums, offices, and libraries, that meet an effective standard that insures accommodations for the staff so they can meet their educational objectives.

In summary, the following recommendations are proposed: 1.) A longer day or alternative scheduling; 2.) A fine arts requirement; 3.) Additional staff; 4.) Additional resources; 5.) Staff development including staff meeting time; 6.) Improved facilities; and 7.) Equitable funding. These improvements would make art more accessible, result in smaller classes, provide more flexibility in scheduling, and improve teaching and learning.

Goals, K-12

Curriculum Goals	Student Goals
Guiding students to perceive, comprehend, and evaluate the visual world.	To develop concepts and values about natural and created environments. To learn about and evaluate human-made symbols
Helping students acquire an ability to look at understand the visual arts.	To develop abilities to look at and respond to works of art. To be aware of styles of individual artists, particular movements, and historical periods.
Motivating students to develop and communicate imaginative and inventive ideas.	To experiment by manipulating images, media, objects, and concepts to express personal ideas in visual forms. To understand and use visual language. To develop an awareness of problem-solving as basic to the artistic/design process.
Assisting students in the making of art.	To use own environment, experiences, and feelings as source for ideas in art work. To gain confidence in the use of media and tools for personal expression. To use evaluation as a learning experience.

The above goals were developed by members of the Art Educators of Iowa for Visual Arts in Iowa Shows.

Developments and Improvements

1985 - 86 Began staffing elementary schools by required time allotments in art, music, and physical education. All buildings were staffed with an art teacher for the first time.
See Appendix C

1986 - 87 Developed and implemented an art giftedness identification process.

Began organizing the Art Slide Library.

First Des Moines schools participation in the "On My Own Time" art exhibit.

Developed and printed the K-12 Art Curriculum Guide in one loose leaf volume.

1987 - 88 Developed the Art Slide Library as a visual resource for teacher check out.

First all school exhibit at Des Moines Art Center showing elementary, middle, and high schools in separate exhibits.

1988 - 89 Developed and implemented art room safety policy checklist and equipment use procedures..

Hosted first public receptions for school art exhibits at the Des Moines Art Center.

1989 - 90 Developed lesson activities for the Art Slide Library.

Committee revised K-12 Art Curriculum Objectives to specifically address thinking skills and multicultural/non-sexist component of education.

1990 - 91 Printed and distributed the first revised edition of the K-12 Art Curriculum Guide.

Input Evaluation

Budget and Revenues

Human Resources Assigned

Art Supervisor salary	$ 42,035.00
Secretary salary -- .5	7,280.00
* Elementary Art Teacher salaries -- 31.1	1,135,150.00
* Middle School Art Teacher salaries -- 11.0	401,500.00
* High School Art Teacher salaries -- 12.0	438,000.00
Total Human Resource Cost	***$ 2,023,965.00***

Expenditures for Materials and Supplies

Supervisory Budgets

Professional Technical (workshop and exhibit needs)		$ 500.00
General Supplies (supplementary elementary school needs)	1,000.00	
Library Books, Magazines, Prints, and commercial resources (for Art Library)		500.00
Additional Equipment (for elementary art rooms)		3,250.00
Replacement Equipment (for elementary art rooms)		9,000.00
Equipment Repair (for all art equipment)		1,000.00
Part Time Help (incidental help for art exhibits and "On My Own Time")	250.00	
Total Supervisory Budget		***$ 15,500.00***

See Appendix D

*Teacher costs are based on an average Des Moines district teacher salary of $36,500, including benefits.

Building Art Budget Allocations

All secondary expenditures for supplies and equipment are met at the building level. Budgets are supported either totally or in part by student fees.

High School Budgets Projected for Consumable Supplies	Building Funds	Projected Semester Student Fees	Projected Total
Central Campus	$ 1,000.00	$ 250.00	$ 1,250.00
East	695.00	2,000.00	2,695.00
Hoover	400.00	2,100.00	3,500.00
Lincoln	1,400.00	1,810.00	3,210.00
North	700.00	1,090.00	1,790.00
Roosevelt	1,600.00	2,060.00	3,660.00
GDMEC North	600.00	.00	600.00
GDMEC South	450.00	.00	450.00

Total High School Expenditures Budgeted for Supplies ***$ 17,155.00***

Average building allowance ***$ 2,144.38***
Average per student allowance ***$ 20.37***

Middle School Budgets Projected for Consumable Supplies	Building Funds	Projected Student Fees	Projected Total
Brody	$ 100.00	$ 1,800.00	$ 1,900.00
Callanan	500.00	1,465.00	1,965.00
Goodrell	700.00	1,474.00	2,174.00
Harding	300.00	1,600.00	1,900.00
Hiatt	650.00	1,014.00	1,664.00
Hoyt	350.00	1,000.00	1,350.00
McCombs	.00	1,495.00	1,495.00
Meredith	1,700.00	1,300.00	3,000.00
Merrill	536.00	1,600.00	2,136.00
Weeks	240.00	1,400.00	1,640.00

Total Middle School Expenditures Budgeted for Supplies ***$ 19,224.00***

Average building allowance ***$ 1,922.40***
Average per student allowance ***$ 4.73***

Uniform Student Fees for Consumables 1990 - 91

Senior High Schools

Subject	Semester	Fees
Art (all courses)	1	$ 10.00

Middle Schools

Subject	Grade	Semester	Fees
Art	6	½	$ 3.00
	7	½	3.00
	8	1	6.00

Elementary Building Allocations

Elementary equipment is purchased through the art supervisor's budget -- needs assessments are made annually. Art budgets for materials and supplies are established at the building level and paid for through the centralized funds.

Elementary School Budgets for Consumables

School	Enrollment -- 1989 - 90	Art Budget -- 1989 - 90
Adams	430	$ 800
Brooks	329	500
Cattell	360	500
Douglas	509	650
* Edmunds	410	1500
Findley	362	300
Garton	503	400
Granger	393	400
Greenwood	470	525
Hanawalt	315	500
Hillis	392	600
Howe	320	400
Hubbell	410	500
Jackson	375	350
Jefferson	437	400
King	333	350
Longfellow	314	340
Lovejoy	279	300
Lucas	320	400
Madison	353	500
Mann	274	274
McKee	336	250
McKinley	272	150
Mitchell	288	250
Monroe	315	500
Moore	440	425
Moulton	375	625
Oak Park	350	200
Park Avenue	577	600
Perkins	325	400
Phillips	330	200
Pleasant Hill	300	500
Rice	407	600
Stowe	429	500
Studebaker	490	475
Wallace	328	300
Watrous	321	400
Willard	431	550
Windsor	453	350
Woodlawn	481	800
Wright	320	400
Total combined elementary art budgets		**$ 18,964.00**
Average building Allowance		**$ 462.00**
Average per student allowance		**$ 1.24**

* Edmunds art budget is supported by magnet funds

Travel Expense -- 1989 - 90

Art Supervisor's mileage and travel expenses	$	151.84
Out of district travel	$	259.32

Community Resource Expenditures Paid

Des Moines Art Center Scholarship Agreement	$	4,920.00
Greater Des Moines Arts and Recreation Council (On My Own Time)	$	600.00
Sum total of combined identified expenditures excluding projected collectable student fees	$	2,076,931.16

Cost Per Student

Number of Students Currently Enrolled in art

Secondary	3,235
Elementary	15,334
Total	**18,509**

* Cost per student is based on current art enrollment and identified expenditures	$	111.84

Community Resources Used

Des Moines Art Center
Scholarship program -- elementary, middle, and high school exhibits.
Staff Development courses -- field trips.

Iowa Arts Council
Artist residences to provide professional exposure.

Grandview College
Classroom demonstrations are available by the Grandview art staff.
American Institute of Architects

Local AIA Chapter
Architecture in the Schools Program.
Staff Development -- building tours.

Des Moines Arts and Recreation Council
"On My Own Time" exhibit for all Des Moines Public Schools employees.
Arts on Location Program.
Arts/Rec Card (reduced admission for children at local events).

*Cost per student is a speculative figure to be used in future comparisons

Process Evaluation

Art Supervisor's Responsibility Statement

The responsibility of the art supervisor is to maintain and promote quality art instruction to all students in the Des Moines Public Schools.

Organizational Tasks

Primary responsibilities include the development, implementation, and evaluation of the art curriculum and related activities, the supervision, maintenance and acquisition of equipment, materials, supplies, and other resources needed for a safe learning environment in all buildings and assistance in the selection, placement, and evaluation of art teachers in the district.

Organizational Relationships

The Art Supervisor reports to the Associate Superintendent, Teaching and Learning; the Executive Directors of Elementary/Early Childhood Programs and Middle and High School Programs, and shares the supervision of one secretary who divides responsibilities between the art and math departments.

1989 - 1990 Objectives

Weight	Description
30%	1. Develop and coordinate art curriculum through in-service, staff development and committee activities to: a. Design and incorporate specific learning activities to integrate the slide library into the curriculum. b. Add supplemental activities to curriculum to enhance instruction in specific areas of art, i.e. history and appreciation. c. Add commercial resources to art library to enhance instruction in art history and appreciation.

Weight	Description
	d. Reinforce the application of Higher Order Thinking Skills in art instruction through the addition of outlined strategies in the curriculum guide.
40%	2. Supervise Art Instruction.
	a. Visit all art class rooms K-12. Be visible and accessible to all art teachers and building administrators to improve art instruction.
	b. Assist in the selection and placement of art staff to meet building needs.
	c. Supervise the acquisition and evaluation of equipment, supplies, and other resources needed for art instruction.
	d. Assist in developing guidelines and specifications for building and remodeling art facilities.
	e. Maintain records and submit reports as needed.
30%	3. Participate in Central Office affairs and perform administrative functions as needs occur.
	a. Facilitate and coordinate art exhibits, displays, and competitions to promote the art program and the Des Moines public schools.
	b. Represent the district through participation in local, state, and national professional events.
	c. Serve on committees for various district needs as requested.

Staff Development Opportunities Offered for Art

March In-Service 1989

Monet's House and Garden -- Integrating Thinking Skills with Art, presented by Donna Davilla

Arts in Action, presented by the Arts and Recreation Council

Art for the Non-Artist, presented by Brad Nuorala, Art Department Chair, Hopkins, Minnesota

Building our Heritage: Iowa Architecture 1939-1985, presented by the American Institute of Architects

Northwest Indians (Multi-Cultural Art Unit), presented by Anne Allers

The Museum as an Educational Resource, presented by Ben Pasicus, Ph. D., Des Moines Art Center

Global Education Through Visual Arts, presented by Mary Beth Schroeder and Sharon Hann

Photography -- Grades 6-8, presented by Diane Finley and Cheryl Shanks

Staff Development Course Offerings Attended by Art Staff in 1989-90

Beginning Watercolor -- eleven participants. Instructor: Carol Bittner

Intermediate to Advanced Watercolor -- thirteen participants. Instructor: Carol Bittner

Watercolor Marbling -- twelve participants. Instructor: Paul Maurer

Life Drawing -- Extension through the Art Center -- one participant. Instructor: Jack Wilkes

Introductory Ceramics -- Extension Through the Art Center -- one participant. Instructor: Mark Gordon

In-service and staff development opportunities are determined through needs assessment questionnaires and by the Art Advisory Council.

Professional Meetings Attended by Staff

Art Educators of Iowa Fall Conference at Cedar Rapids, Iowa -- eight participants

National Art Educators Annual Conference in Kansas City, Missouri -- nine participants

Industrial Education Conference at Ames, Iowa -- one participant

Annual Iowa Alternative Educational Conference at Burlington, Iowa -- one participant

Technology for the Arts at Des Moines, Iowa -- three participants

Art Advisory Council

The Art Advisory Council is an advisory group comprised of art teachers and community representatives who provide expertise and assistance primarily in curriculum development, in-service and staff development planning, and in organizing annual student exhibits. The council consists of ten art teachers and four community people. Art teachers are elected for three year terms. Community people are appointed and serve indefinitely. Meetings are held monthly except in December and June.

Product Evaluation

Test Results

No standard text books or package programs have been adopted for use in teaching art in Des Moines schools. Such materials have been scarce to begin with, and because of the more affective aspects involved in the discipline, generally have been interpreted as inappropriate to fit the needs of seasoned art instructors. Art does not appear, as a separate subject on any standardized tests used in the district, nor is there a national testing program available. We depend upon teacher designed evaluation to measure and improve student learning. Although we have a curriculum guide with performance based objectives for each grade level and all art courses, each teacher is responsible for adapting objectives and activities so they will be practical and applicable.

Summary of the Art Supervisor's Observations

Our art teachers are dedicated veterans of the profession. The average experience of a Des Moines public school art teacher is thirteen years. Membership in the State and National Art Education Associations, 34 percent of our total staff, exceeds the state average. Their involvement in arts related affairs, their enthusiasm for teaching, and their dedication to the arts as a necessary element in the education of our students make them a pleasure with which to be associated.

This art supervisor has, over the years, served on five separate NCA school evaluations and one state department evaluation. In visiting other districts officially and unofficially both in and beyond Iowa, Des Moines schools art teachers have been found to compare favorably among the best of teachers. While funds are lacking and facilities are growing less adequate our finest resource and key factor for effective teaching prevails -- The Excellent Art Teacher.

One hundred thirty five building visits were made by the art supervisor during the 1989-90 school year. All art teachers were observed, while methods and teaching styles varied, instruction generally exhibited a growing and improving effort to emphasize thinking skills and to incorporate history and judgement making. The art product is still important and is essential to the personal expression component of the art curriculum. It is refreshing and encouraging, however, to see a growing emphasis on problem solving.

North Central Association Evaluation Summary

East High School

Commendations

1. The K-12 Curriculum Guide.
2. The Art Resource Library.
3. Adequate budget.
4. Quality of student work and exhibits.
5. The experienced and dedicated art faculty.

Limitations Recommendations

1. Expressive philosophical intuitive and abstract elements of art lacked emphasis.
2. Student art lacked apparent relationship to contemporary ideas forms and practice.

See Appendix E for the complete Visual Arts Evaluation.

Outcomes from Departmental Objectives

The development of central resources is in process for greater instructional emphasis on history, aesthetics, and criticism.

1. Two levels of "Art Works" (a Commercially Developed Teaching Package) have been added.
2. Slide library now has been expanded to include some lessons and activities for elementary and middle schools..
3. Thinking skills and multi-cultural non-sexist concepts are better addressed in the 1990 revised K-12 Curriculum Guide.
4. The K-12 Curriculum Guide is computer stored for continuous modification.
5. Two computer graphics in-service sessions have been offered to orient art staff to the potential of computer technology in Visual Arts.
6. Use of Community resources has been expanded to include museum packets through the Des Moines Art Center.

Adherence to Standards

The revised K-12 Art Curriculum Guide incorporated all elements outlined in the state standards. Des Moines art teachers are well apprised of the needs and trends of art education, and are striving to improve and increase learning.

Enrollments in Elective Courses

Diminishing enrollments, consequent staff reductions, and increased graduation requirements, have taken a harsh toll on the elective programs. In these circumstances students are forced to bypass offerings in which they may have considerable interest. Enrollment percentages are given below. They may, however, be as much a gauge of practice and policy as of student interest.

Elective Art Courses and Enrollment Percentages
8th Grade Art

	Class Size	Art Enrollment	Percentage
Brody	220	101	45
Callanan	211	99	46
Goodrell	222	79	35
Harding	244	105	43
Hiatt	165	37	22
Hoyt	187	99	52
McCombs	188	59	31
Meredith	245	100	40
Merrill	167	108	68
Weeks	205	80	39
		District Average	**42**

High School Courses

High school enrollment in elective art courses is thirteen percent of the total student body. Detailed percentages by building are listed on pages seven and eight.

Awards and Commendations -- 1989 - 1990

National Scholastics Art Competition

Hallmark Honor Award -- Brad Allen, Lincoln
Scholarship Nomination -- Chad Hendrix, Roosevelt

Des Moines Womens Club Art Scholarship

Beth Oxler -- $1000.00 scholarship award
Chad Hendrix -- Runner-up award, $100.00

Fire Prevention Poster Contest Winners

Elementary:	Stacey Berenguel, Granger
Middle School:	Krista Coulson, Callanan
High School:	Amy Monthei, Roosevelt

Martin Luther King Poster Contest

Elementary:	Magen Whitenwyler, Hanawalt -- 2nd place
Middle School:	Colt Valenti, Weeks -- 2nd place
High School:	Thu Dong, Hoover -- 1st place

Take Pride in Des Moines Contest

Elementary:	Tamara Burrows, Watrous -- 1st place
Middle School:	Cliff Bolden, Harding -- 1st place
High School:	Matt Krantz, East -- 1st place

Staff Recognition

Des Moines public schools art teachers have taken The Best of Show Award in "On My Own Time" competition each year since our five year involvement with twenty-three other Des Moines businesses.

Future Plans

Art is basic to human existence. Since the beginning of recorded history people have used art to build and enhance the environment. Previous civilizations, some known to us only by their art forms, have given us a legacy of hopes, dreams, and customs. Art is both product and process. It involves coordination of seeing, thinking, feeling, and acting. Art education nurtures, encourages, and develops the creative desires and processes so basic to our nature.

Our challenge is to prepare students for the future. Because art is a significant element in our culture and heritage, art education is vital to that mission.

Goals of Art Supervision

To continue advocacy of arts education and to recommend and encourage practices and policies that favor sound arts programs.

To continue to seek and acquire knowledge and resources to maintain quality art instruction.

To minimize the project approach to art instruction by emphasizing problem solving and thinking skills in curriculum design and delivery.

To continue to seek and utilize community resources to enrich instruction.

To inform, publicize, and promote art events and activities.

To promote an awareness of the impact of technology on the visual arts and to seek avenues to access computer exploration to student learning.

APPENDIX A
SAMPLE ART OBJECTIVES

ART OBJECTIVES FOR FIRST GRADE

Appreciation

- The student will recognize selected works of art and relate basic elements of art.
- The student will analyze natural forms and objects.
- The student will observe and describe art examples from various cultures.

Design

- The student will experiment constructively with media.
- The student will identify, describe, and distinguish basic design elements in manmade and natural surroundings.
- The student will select, compare, and incorporate basic design elements in graphic expressions.
- The student will select and organize common materials for use in design activities.
- The students will demonstrate conscious and appropriate use of paper space.

Drawing

- The student will expand the use of basic shapes to draw faces, human forms, animals, plants, etc.
- The student will draw with freedom and confidence.
- The student will graphically express ideas in a creative way.
- The student will demonstrate an awareness of senses.
- The student will demonstrate an awareness of the environment.
- The student will illustrate size relationships in perspective drawing.
- The student will explore new tools and techniques.

Painting

- The student will classify subject matter (e.g., landscape, figure, portrait, or still life).
- The student will identify opaque and transparent qualities in painting.
- The student will use primary colors to produce secondary colors.
- The student will demonstrate various painting effects and techniques.
- The student will demonstrate appropriate use of paint brushes.
- The student will produce a tempera or watercolor painting as instructed.

Printmaking

- The student will perform basic printmaking processes (e.g., stamping, rubbing, monoprinting).
- The student will identify the reasons for and the uses of printmaking.
- The student will create structured patterns using printmaking.

Lettering

- The student will identify various letter styles.
- The student will draw single stroke letters within guidelines.
- The student will relate line and shape to lettering.
- The student will construct letter forms within basic geometric shapes.

Manipulation and Construction

- The student will identify and discuss form in art and nature.
- The student will distinguish between two-dimensional shapes and three-dimensional forms.
- The student will create with clay using a prescribed forming method and adding enriching surface textures.
- The student will identify warp and weft in weaving process.
- The student will properly manipulate a needle and thread to stitch a straight line with a running stitch.
- The student will weave a variety of materials (e.g., paper, material, thread) demonstrating the "over / under" concept.

General Objectives for All Study Units

- The student will use originality and imagination in developing designs.
- The student will demonstrate the appropriate care and use of tools and materials.
- The student will participate in discussions and oral evaluations of art work (including the student's own work and the art work of other students).
- The student will define and use appropriate vocabulary in discussions and critiques.
- The student will participate in the cleanup process realizing it is an integral part of the art activity.
- The student will interact positively with individuals regardless of race, sex, cultural background, or disability.
- The student will demonstrate a productive pattern of growth in thinking, valuing, and in using art skills.

ART OBJECTIVES FOR SIXTH GRADE

Appreciation

- The student will compare several historical works and integrate facts about the artists' life.
- The student will compare and contrast paintings, distinguishing media, techniques, and style.
- The student will evaluate the use of the crafts by earlier societies.
- The student will compare historical works from various cultures and integrate facts about artists' life

Design

- The student will define and distinguish between the elements and principles of design.
- The student will select and combine the elements and principles of art design in organizing pattern and structure.
- The student will compare design elements with the patterns and structures of natural objects.
- The student will interpret a subject in various ways.
- The student will organize patterns by selection and rejection of elements.
- The student will describe and demonstrate formal and informal composition.

Drawing

- The student will distinguish between and demonstrate contour gesture and values of drawing.
- The student will demonstrate a degree of freedom and spontaneity in drawings.
- The student will achieve a logical placement of values in tone drawings.
- The student will produce and classify various tonal and textural effects with pencil.
- The student will demonstrate and distinguish between basic pen strokes.
- The student will assess various types of paper used in drawing.
- The student will integrate some media combinations.
- The student will imply action and motion in drawing.
- The student will compare and produce aerial and lineal perspective.
- The student will contrast and illustrate the compositional principles of balance, variety, emphasis, contrast, rhythm, harmony, and unity.

Color And Painting

- The student will relate and apply the properties of color.
- The student will describe the nature and characteristics of watercolor and tempera and relate these to application.

Printmaking

- The student will demonstrate one relief integrating value and texture in the work.
- The student will perform proper inking and pulling procedure.
- The student will apply the principles of design to preliminary planning of a print and determine the dominant elements of the process.
- The student will compare facts about the origin of printmaking and the earliest methods and applications.

Lettering

- The student will illustrate appropriate selection, spacing, and rendering of letter symbols.
- The student will demonstrate the use of the T-square and triangle to make horizontal and vertical strokes.
- The student will compare the characteristics of Roman, Gothic, and Text Letters.

Manipulation And Construction

- The student will integrate basic design concepts in three - dimensional media application.

General Objectives For All Study Units

- The student will use originality and imagination in developing ideas.
- The student will examine and demonstrate responsible practice in the selection, care, and use of tools and materials.
- The student will define and apply appropriate vocabulary in discussions and critiques.
- The student will demonstrate an appropriate level of craftsmanship in all art activities.
- The student will participate positively in routine maintenance and cleanup.
- The student will interact positively with individuals regardless of race, sex, cultural background, or disability.
- The student will use sequential levels of skills in the Higher Level Thinking Processes to produce creative design and expression.

DESIGN ONE AND TWO

Grades 9, 10, 11, 12

These courses are prerequisite for all other art courses except "Art Appreciation" and "Photography". They develop the basic drawing and organizational skills needed in the more advanced courses to follow. Art as a basic form of human communication will be explored, as well as, the variety of media and techniques used for this purpose. Students will be exposed to an overview of historical trends in visual communication so that they can develop the ability to make judgements and distinguish contrasting styles and philosophies in art.

Content emphasis:

Elements of design and principles of organization.

Development of two-dimensional and three-dimensional manipulative skills.

Development of two-dimensional and three-dimensional perceptive skills.

Relationship of art to other disciplines.

Art history.

Respect for and care of tools and materials.

Vocabulary.

Career possibilities.

DESIGN OBJECTIVES

- The student will describe how the elements and principles were used at various periods in art history.
- The student will demonstrate an awareness of how basic design relates to career possibilities and everyday life.
- The student will demonstrate an awareness of the presence of the elements and principles in other arts and disciplines.
- The student will use originality and imagination in developing ideas.
- The student will demonstrate a knowledge of the elements of design and the principles of organization by satisfactorily manipulating a variety of both two and three - dimensional media.
- The student will be able to identify, discuss, and apply the elements and principles present in examples of both fine art and utilitarian design.
- The student will evaluate his/her own work in relation to the elements and principles.
- The student will organize visual space using images both observed and imagined.
- The student will execute work with organization and media appropriate to subject and purpose.
- The student will select appropriate tools, use them properly, and practice safe working habits.
- The student will participate in evaluation and discussion using appropriate design vocabulary.
- The student will demonstrate an appropriate level of craftsmanship in all art activities.
- The student will assume responsibility for routine maintenance and cleanup.

APPENDIX B
SECONDARY SCHOOL EQUIPMENT NEEDS
(Compiled from Annual Assessment)

School	* Equipment Needing Repair	Equipment Needing Replaced	Additional Equipment Needed	Cost Estimate
Brody		30" Paper Cutter		$200.00
Callanan		30" Paper Cutter		$200.00
Goodrell	Potters Wheel Sewing Machine Drill Press			
Harding				
Hiatt		Ceramic Kiln 30" Paper Cutter		$700.00
Hoyt				
McCombs	Polishing Machine	30" Paper Cutter		$200.00
Meredith				
Merrill			Clay Extruder	$360.00
Weeks	Drill Press	Scroll Saw		$750.00
Central Campus		10 Drawing Boards		$80.00
East		Enameling Kiln Scroll Saw Potters Wheel		$1250.00
Hoover		Burn Out Kiln Pickle Pot 30" Paper Cutter Scroll Saw		$950.00
Lincoln	Drill Press	Scroll Saw		$750.00
North		Kiln Scroll Saw		$1350.00
Roosevelt	Drill Press	Scroll Saw	Clay Extruber	$1110.00

School	* Equipment Needing Repair	Equipment Needing Replaced	Additional Equipment Needed	Cost Estimate
DMAHS North		Scroll Saw		$750.00
DMANS South		10 Drawing Boards Band Saw		$830.00
TOTAL				$8,730.00

* Repairs are covered by a supervisory account.

APPENDIX C
Art Staff To Total Student Enrollment Ratio
A Seven Year Comparison

Elementary

	90-91	89-90	88-89	87-88	86-87	85-86	84-85
Positions	31.1	30.1	29.6	29	27	24.6	19.8
Buildings served	41	41	41	41	41	41	32
# Students per teacher	484	500	532	536	577	713	Not Known

Student numbers indicate actual teacher load. All elementary students have art.

Middle School

	90-91	89-90	88-89	87-88	86-87	85-86	84-85
Positions	11	11.5	12	12.5	13	13	13
Buildings	10	10	10	11	11	11	11
*# Students per teacher	592	543	496	447	468	500	Not Known

High School

	90-91	89-90	88-89	87-88	86-87	85-86	84-85
Positions	12	12	12	11.6	12.5	14	13
Buildings	8	8	8	8	8	8	8
*# Students per teacher	623	656	665	692	731	676	674

Total Number positons	55.1	54	53.6	53	52.5	51.6	45.9

*Secondary student numbers are based on total building enrollments not actual art enrollments.

APPENDIX D

December 15, 1989

ELEMENTARY EQUIPMENT ORDERED IN 1989-90

TO: Roger L. Hudson, Controller and Treasurer

FROM: Henry E. Kester, Art Supervisor

SUBJECT: **1990 - 1991 ART BUDGET REQUEST**

The following needs assessment will support the art supervisor's budget request for the 1990 - 1991 school year. The art equipment specified is tabulated from the annual elementary equipment needs survey.

Equipment Replacement: (Replacement of worn out or obsolete items)

Display panels — $190.00 each

Willard	2
Park Avenue	2
Greenwood	2
King	2
Findley	1
Wright	1
Madison	1
Howe	2
Hillis	1
	14

Total = $2,660.00

Drawing boards — $ 16.00 each

Willard	24
Greenwood	24
Wright	24
Stowe	12
King	12
Howe	12
	108

Total = $1,728 00

Kiln A66b with sitter — $ 360.00 each

Oak Park	1

Kiln furniture set A66-B — $ 33.80 each

Watrous	1

Total = $ 393.80

Kiln A88-B With Sitter		$ 450.00 each	
Furniture set for 88B		$ 42.50 each	
Jefferson	1		
			Total = $ 492.50
Kiln, Enameling (small)		$ 161.00 each	
Mitchell	1		
Madison	1		
	2		**Total = $ 322.00**
Mat Cutter – (E-Z Mat)		$ 50.00 each	
Stowe	1		
King	1		
Howe	1		
	3		**Total = $ 150.00**
Paper Cutter (30" with guard)		$ 198.00 each	
Monroe	1		
Mitchell	1		
Greenwood	1		
Howe	1		
Hillis	1		
	5		**Total = $ 990.00**
Scroll Saw		$ 750.00 each	
Brooks	1		
Windsor	1		
Granger	1		
	3		**Total = $2,250.00**
Hot Plate		$ 12.68 each	
Findley	1		
Brooks	1		
Howe	1		
Jackson	1		
	4		**Total = $ 50.72**
Iron		$ 14.79 each	
Studebaker	1		**Total = $ 14.79**
T Squares		$ 3.71 each	
Studebaker	12		
Monroe	20		
	32		**Total = $ 118.72**

Clay Containers (plastic)		$ 6.25 each	
Park Avenue	1		
Findley	1		
Monroe	2		
Brooks	1		
Oak Park	2		
Edmunds	2		
	9		**Total = $ 56.25**
Supply Carts		$ 180.00 each	
Park Avenue	1		
King	1		
	2		**Total = $ 360.00**

EQUIPMENT REPLACEMENT TOTAL = $ 9,586.78

Equipment, Additional: (Items added to existing building inventory plus items maintained at workshop for check out.)

Clay extruder (Brent)		$335.00 each	
Mitchell	1		
Greenwood	1		
Monroe	1		
Madison	1		
Oak Park	1		
Pleasant Hill	1		
	6		**Total = $ 2,010.00**
Potters Wheels		571.00 each	
Willard	1		
Jefferson	1		
	2		**Total = $ 1,142.00**
Dry Rack (small)		460.00 each	
Watrous	1		**Total = $ 460.00**
Drill (3/8 variable speed/reversing)		125.00 each	
Jackson	1		**Total = $ 125.00**

ADDITIONAL EQUIPMENT TOTAL = $ 3,737.00

GENERAL SUPPLIES (supplementary supplies for exhibits, special projects and with lower than average art budgets.)

Coping Saw Frames		$ 2.26 each		
Greenwood	12		**Total =**	**$ 27.12**
Drill Set 1/16 through 3/8 by 64ths		$35.80 each		
Jackson	1			
Howe	1			
	2		**Total =**	**$ 71.60**
Scissors		.92 each		
McKinley	24			
Howe	24			
Woodlawn	24			
	72		**Total =**	**$ 66.24**
Mount board		.70 sheet		
All	300 sheets		**Total =**	**$ 210.00**
White Drawing paper (12 x 18)		9.66 rm.		
All	12 rms.		**Total =**	**$ 115.92**
Bench Hooks		4.65 each		
Park Avenue	24			
Brooks	10			
	34		**Total =**	**$ 158.00**
Coping Saw Frames		2.26 each		
Greenwood	12		**Total =**	**$ 27.12**
		GENERAL SUPPLIES	**TOTAL =**	**$ 676.00**

PROFESSIONAL TECHNICAL (workshop needs, in-service, graphic supplies, photographic needs, visual resource supplies.)

Workshop			
Mat board (colors) 32 x 40	50 sheets at $3.75 each	Total	$188.00
Mechanical drawing paper	600 sheets	Total	$ 18.00
Screen Frames		Total	$250.00
Developer silk and film		Total	$ 50.00
	PROFESSIONAL/TECHNICAL	**TOTAL**	**$506.00**

Appendix E

NCA Evaluation Of Art At East High School
1989

Visual Arts

The program serves 163 students, approximately 8.7 percent of the total student body. This has increased from 138 students reported in the self-study.

The art program employs a basic, traditional approach to visual art instruction in which students are guided through art concepts, skills, and techniques to provide them with a foundation for understanding and producing art works. The instruction includes aesthetics, art criticism, art history, and art production.

In accordance with the recommendations made in the previous NCA report, the school has added natural gas outlets in room 313 and a display case has been installed near the cafeteria. The leaking roof in room 308 has been repaired since the self-study. Recommended ventilation systems, additional sinks, and sediment traps for the sinks have not been realized.

Commendations

1. The curriculum guide for art education is an excellent document which incorporates material from ***The Visual Arts In Iowa Schools***. It provides a broad, comprehensive direction for a quality visual arts program.

2. The library has a good collection of print resources which provide a balance of technical, historical, and contemporary arts information. Subscriptions to six periodicals bring the faculty and students current news and directions not available in the book titles. Two of the periodicals are kept in the art classrooms for direct reference. A comprehensive collection of art slides is housed in the art rooms. Other slides, filmstrips, and videotapes are available from the Des Moines art education office and from the local AEA.

3. The budget for visual arts is adequate for maintaining the program with the adoption of a fee increase to $7.50 per semester this year. With some exceptions where specialized art materials are used, students are offered a diverse program without additional fees. These resources provide students with a variety of rich experiences.

4. Student art work is prominently displayed in the building. An "Artist of the Week" display is maintained in the front hallway. There also are displays of leatherwork and printmaking processes and examples. Further work is shown in the administrative offices, in the hallways, and in the school library. Special exhibits are often coordinated with plays and concerts. All work is professionally prepared and exhibited. Student art work is often featured in the school newspaper. Selected student artwork has been shown in local, state, and national competitive

exhibitions. An active Art Club is sponsored by both art teachers and offers opportunities for field trips and group activities.

5. The major strength of the visual arts program is the experienced and dedicated faculty members, who continue to adapt the program to changes in enrollment, facilities, and directions. The faculty members demonstrate care for the students and extend themselves to have their students succeed. Both are professional artists and art educators. They have actively produced and exhibited their art work locally and regionally. They belong to state and national professional art education organizations, attend conferences and workshops, and are involved with local art agencies.

6. The two art rooms are attractive, clean, well lighted and well maintained. Both are equipped with a mixed collection of tables, chairs, benches, and cabinets which provide basic functionality for studio spaces. Student art is prominently displayed about the rooms as references to the quality work done there. The items of equipment and the hand tools are of a professional quality and are in good repair. Materials, tools, and supplies are stored and labeled for clear and easy access.

Limitations and Recommendations

1. Although the program follows closely the objectives for each course as listed in the district curriculum guide, it may not capture much of the spirit of the rationale for art education included in the guide from the ***Visual Arts In Iowa Schools***. One facet of the visual arts may be about facts, specific techniques, and production skills, but other facets are expressive, philosophical, intuitive, and abstract. These are not as readily apparent in the visual arts at East High School.

   Efforts should be made to give balance to the many facets manifested in the arts and the many levels at which arts impact on human condition. Art is an everchanging response to life and an expression of life. At some times and places in history, art has had specific and narrow focus; however, in present times it has evolved into a very pluralistic, often conflicting and ambiguous body of ideas and work. Although this is not as easy and as comfortable to teach and to try to understand, it is an integral part of the society and one's daily life. This aspect of art should be a part of a contemporary program.

2. The quality of the student art work is high both aesthetically and technically. This quality relates more to historical and recent past approaches to art imagery than it does to the present art ideas, forms, and practices. Much of the technology also relates to past traditional practices and forms.